DOCUMENT RESUME

ED 204 729 CS 006 168

TITLE Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1981 (Vol. 41 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 81

NOTE 12p.: Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies: *Compensatory Education: *Doctoral Dissertations: Elementary Secondary Education: Higher Education: Reading Achievement: *Reading Instruction: *Reading Programs: *Reading Research: *Remedial Reading

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) the effects of a remedial reading program upon reading attitude, reading achievement, self-concept, and intellectual achievement responsibility: (2) a reading and study skills program for low achieving college freshmen: (3) verbal and nonverbal memory in hyperactive, reading disabled, and normal children: (4) the degree of implementation and efficacy of Project Literacy: (5) the effects of state mandated termination of Title I services on reading achievement: (6) the effects of individualized instruction on children with reading problems and high anxiety: (7) aspects of classroom climate and reading achievement in a compensatory reading program: and (8) compensatory education at the college level. (HTH)

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# REMEDIAL AND COMPENSATORY READING INSTRUCTION:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

Compiled by the staff of the
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Abstracts of the following dissertations are included in this collection:

Alexander, Dolores Holland

A STUDY OF THE EFFECTS OF A REMEDIAL READING PROGRAM UPON READING ATTITUDE, READING ACHIEVEMENT, SELF-CONCEPT, AND INTELLECTUAL ACHIEVEMENT RESPONSIBILITY OF SELECTED STUDENTS OF THE FOURTH AND FIFTH GRADES

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AN EVALUATION OF THE EFFECTS OF STUDENT PARTICIPATION IN CARBONDALE ELEMENTARY DISTRICT 95'S INTERMEDIATE LEVEL DEVELOPMENTAL READING RESOURCE TEACHER PROGRAM

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THE DEVELOPMENT AND EVALUATION OF A READING AND STUDY SKILLS PROGRAM FOR LOW ACHIEVING COLLEGE FRESHMEN AT ATLANTIC UNION COLLEGE

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AN INVESTIGATIVE STUDY OF THE DEGREE OF IMPLEMENTATION AND EFFICACY OF PROJECT LITERACY

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THE EFFECTS OF THE STATE-MANDATED TERMINATION OF TITLE I SERVICES ON THE READING ACHIEVEMENT OF STUDENTS IN THE FIFTH GRADE

Davidson, Bertha Louise

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THE RELATIONSHIPS AMONG CLASSROOM VERBAL INTERACTION, READING ACHIEVEMENT, AND ATTITUDE TOWARD READING OF COLLEGE STUDENTS ENROLLED IN A DEVELOPMENTAL READING PROGRAM

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THE RELATIONSHIPS OF SELECTED BACKGROUND FACTORS TO THE DEGREES OF READING DISABILITY EVIDENCED BY THE CLIENTS OF A UNIVERSITY READING LABORATORY

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A COMPARISON OF VARIATIONS IN DATA UTILIZATION PROCEDURES ON THE READING PERFORMANCE OF MILDLY HANDICAPPED STUDENTS

Ross, Beth Pendleton

A STUDY OF THE EFFECTIVENESS OF THE READING 104 DEVELOPMENTAL READING CLASS AT METROPOLITAN STATE COLLEGE

## A STUDY OF THE EFFECTS OF A REMEDIAL READING PROGRAM UPON READING ATTITUDE, READING ACHIEVEMENT, SELF-CONCEPT, AND INTELLECTUAL ACHIEVEMENT RESPONSIBILITY OF SELECTED STUDENTS OF THE FOURTH AND FIFTH GRADES Order No. 8028397

ALEXANDER, DOLORES HOLLAND, ED.D. *University of New Orleans*, 1980. 130pp.

*Purpose of the Study.* The purpose of the study was to determine the effectiveness of a specifically designed Title 1 remedial reading program on a selected group of students. The following questions were answered: (1) Will the remedial reading program improve reading achievement? (2) Will the remedial reading students achieve a better attitude toward reading as a result of the remedial reading program? (3) Will the remedial program improve self-concept? (4) Will the remedial reading program improve intellectual achievement responsibility?

*Procedures.* The students selected for this study were upper elementary school students of the fourth and fifth grades in a southeastern Louisiana school. The remedial reading group comprised of forty-six students who were participating in a Title 1 remedial reading program during the 1979-80 school year and who were reading at least one grade level below their reading expectancy.

Using the differences between the means of the pretest and posttest scores from the *SRA Achievement Series, Estes Reading Attitude Scale, Piers-Harris Children's Self Concept Scale,* and the *Intellectual Achievement Responsibility Questionnaire*, the total group and the subgroups from each grade level were compared. The correlated *t*-test was used to test the significance of the difference between the pretest and posttest means obtained for the total group and the subgroups. The .05 level of confidence was used as a basis for the acceptance or rejection of the null hypothesis.

*Summary and Conclusions.* The statistical comparison of pretest and posttest results of this study indicated improvement in the area of total reading achievement in the total group and in the fourth- and fifth-grade subgroups. There was a significant improvement in the area of attitude toward reading in the total group and in the fourth- and fifth-grade subgroups. There was a significant improvement in the area of self-concept in the total group and in the fifth-grade subgroup. No significant improvement was indicated in the fourth-grade subgroup in self-concept. There was a significant improvement in the area of intellectual achievement responsibility in the total group and in the fourth- and fifth-grade subgroups.

The results of this study suggested that the remedial reading program was significantly effective in the improvement of total reading achievement, attitude toward reading, self-concept, and intellectual achievement responsibility. However, the remedial reading program produced no significant improvement in the area of self-concept in the fourth-grade subgroup. Further research was recommended to better define the extent of the effects of the use of individual goal-setting conferences by remedial reading or classroom teachers. Implications for remedial reading practice indicate that the teacher has available a technique that may influence reinforcement in an academic situation.

## AN EVALUATION OF THE EFFECTS OF STUDENT PARTICIPATION IN CARBONDALE ELEMENTARY DISTRICT 95'S INTERMEDIATE LEVEL DEVELOPMENTAL READING RESOURCE TEACHER PROGRAM Order No. 8102390

ALLEN, CYNTHIA NOLEN, PH.D. *Southern Illinois University at Carbondale*, 1980. 113pp. Major Professor: Dr. Dormalee Harrington Lindberg

The major problem of this study was to evaluate the effects of student participation in Carbondale Elementary District 95's intermediate level Developmental Reading Resource Teacher (DRRT) Program. Data from the first year of implementation of the DRRT Program in 1978-79 was compared to baseline data collected during 1977-78, the year prior to implementation of the program. The study sought to determine whether total reading score gains made by fourth-, fifth-, and sixth-grade students involved in the program were significantly higher than gains made by fourth-, fifth-, and sixth-grade students prior to the program.

As a sub-problem, the researcher sought to determine the impact of the DRRT Program on gains made by students in terms of race and sex. Total reading score gains made by male and female and minority and non-minority students involved in the program were compared to gains made by male and female and minority and non-minority students prior to the program.

The study was designed to test eight hypotheses and their alternatives at the .05 level of significance. Three tests of significance were used. A *t*-test for two independent samples was used to compare the differences in gain scores of fourth-, fifth-, and sixth-grade students during the two years. For comparisons of groups containing the same students over the two year period, *t*-tests for two related samples were chosen. Two-way analyses of variance were used to analyze differences in gains made by male and female and minority and non-minority students.

The instrument of measurement for the study was the Comprehensive Test of Basic Skills, Form S. Pretesting was performed in September and posttesting in May of both years. No significant differences were found in seven of the eight comparisons made by the researcher during her evaluation of the Developmental Reading Resource Teacher Program. Comparisons of total reading scores gains of 1978-79 sixth-grade students and total reading score gains made by the same students in 1977-78 when they were in fifth-grade, did reveal significant differences, however, gains were higher for 1977-78.

## THE DEVELOPMENT AND EVALUATION OF A READING AND STUDY SKILLS PROGRAM FOR LOW ACHIEVING COLLEGE FRESHMEN AT ATLANTIC UNION COLLEGE Order No. 8101905

BAKER, JOHN EDWARD, ED.D. *Boston University School of Education*, 1980. 143pp. Major Professor: Dr. Thomas E. Culliton, Jr.

This study reports the development, implementation, and results of a reading and study skills program for low achieving college freshmen. Students enrolled in Reading Skills 1 (BASK 016) and Affective Skills (BASK 020) made up the experimental group. BASK 016 met three days weekly and BASK 020 met two times each week the entire fall term of 1979. Three hours elective credit were given for satisfactorily completing the two classes and was indicated by the symbols S or U.

All freshmen were given Form A of the *Nelson-Denny Reading Test* before registration. Students scoring below the 20th percentile on the *American College Test* (ACT) and below the 50th percentile on the Nelson-Denny were advised as follows: (1) 20th percentile and below were required to take the two classes; (2) 21st-30th percentiles were strongly urged to enroll; (3) 31st-40th percentiles were apprised of the classes; (4) 41st-50th percentiles could elect the classes.

Forms E and F of the *Iowa Silent Reading Test* were given respectively the first and last weeks of Reading Skills 1. Each student completed the twenty-four timed readings with accompanying comprehension checks from a small paperback. On Monday of each week ten words were introduced in context. They were reviewed on Wednesdays and tested on Fridays. Students were counseled during at least two individual conferences during the semester.

In Affective Skills the same students studied a second small paperback on study skills. They completed a study habits inventory the first and last weeks of the semester. Filmstrips, tapes and handouts were used to reinforce the textbook.

The control group was randomly selected from the Nelson-Denny reading scores of freshmen from a comparable college. Only scores below the 50th percentile were used. The control group did not experience the program given to the experimental group.

The pre and post test average scores for the experimental group on the *Iowa Silent Reading Test* indicated no statistically significant difference in the areas of *reading power, vocabulary,* and *comprehension.* However, on the average the group was attempting more questions on the post test which suggests improvement in *reading efficiency.* Average words per minute on the timed readings for lession one was 210 and on lesson twenty-four it was 424. Scores on the study habits inventory increased from the pre test average of 250.80 to the statistically significant post test average of 282.70 at the .01 level.

In terms of Nelson-Denny *total scores,* the difference between the means due to the experimental variable approaches significance at the .01 level. *Vocabulary* obtained an F ratio of 3.99 which approaches the .05 level of significance. While there was no statistically significant difference between the experimental and control groups on *comprehension,* there was a significant difference on *rate of reading.*

This study revealed that 42 percent of the freshmen scored on or below the 20th percentile on the ACT and 34 percent scored in the lowest quartile on the Nelson-Denny. Although the post test mean scores on the Iowa showed little growth, the Nelson-Denny test means indicated experimental group improvement on *total scores, vocabulary* and *reading rate.* Therefore it appears that through an organized program over the period of a semester low achieving college freshman can with effort on their part, make improvement in reading and study skills.

## VERBAL AND NON-VERBAL MEMORY IN HYPERACTIVE, READING DISABLED AND NORMAL CHILDREN

BENEZRA, ESTHER, PH.D. *McGill University (Canada)*, 1980.

Retention of verbal and non-verbal information was assessed in groups of hyperactive, normal and nonhyperactive reading disabled boys matched on age, verbal IQ and socio-economic status. The experimental tasks consisted of a series of verbal and a series of non-verbal measures that were analogous in design. Hyperactive children were comparable to normals in short-term and long-term retention of both verbal and non-verbal stimuli. However, their performance was significantly below that of normal children on tasks requiring effortful mental processing and organization. In contrast, reading disabled children were significantly worse than normals on the experimental tasks of verbal memory. This finding was interpreted as suggesting verbal encoding deficiences in nonhyperactive reading disabled children.

## A STUDY OF REMEDIAL READING STUDENTS: IDENTIFICATION, READING ACHIEVEMENT AND THE FOLLOW-UP OF A SELECT GROUP Order No. 8103279

BLACKBURN, VIRGINIA BERNICE, ED.D. *Oklahoma State University*, 1980. 95pp.

*Scope of Study.* In recent years, emphasis has been placed on the reading ability of students in the public school system. This descriptive study examines the time and methods of identification, remediation procedures, and reading achievement of elementary students classified as disabled readers within an Oklahoma school district. The reading progress of a select number of these students, examined after a three-year period, included comparison of reading scores to expected reading scores, comparison of oral to silent reading level, and identification of strengths and weaknesses in reading. During the study, the teachers' and parents' opinions of the reading progress of the select number of students were obtained.

*Findings and Conclusions.* The children with high-risk reading disability were not identified by a readiness test and only 20 percent were identified as potentially disabled readers by teacher observation. Retention as a measure of remediation was not an effective school procedure for these children with reading difficulties. Prescriptive textbooks used within the structure of the classroom did not bring the disabled reading student up to reading expectancy. Seventy-five percent of the students showed positive growth of a year or more after a year of remedial reading instruction.

After three years, the disabled reading students usually showed an increase in the discrepancy between the reading score and the expected reading score. The oral reading comprehension was found to be higher than silent reading comprehension, and the disabled reading student showed little difference in identification of words recognized in isolation or in context. Teachers were found to be more accurate than parents in assessment of students' reading ability. The parent was not usually an effective predictor of the disabled reading student's potential reading ability.

## EFFECTS OF PRE-PRACTICE READING AND SELECTED MATERIALS ON ORAL READING RATES OF LEARNING DISABLED, JUNIOR HIGH SCHOOL BOYS Order No. 8102073

CARLSON, STEPHEN ALAN, PH.D. *University of Minnesota*, 1980. 130pp.

The purposes of the study were to investigate (1) the possible relationships between four pre-practice reading strategies and the success/error rate of the oral reading of subjects after the pre-practice strategies, as well as to investigate; (2) the success/error rate of the oral reading of subjects after the pre-practice strategies in relation to two types of material that were to be practiced and read orally. The two types of reading material were high-interest, low-vocabulary books assigned at the subject's instructional reading level and/or books self-selected by the subjects in their interest area. Both applied behavior analysis methodology and time series experimentation were used in the analyses of the data. In addition, standard statistical procedures were used.

The subjects were ten male adolescents diagnosed as learning disabled. The subjects attended the Centennial Junior High School in Circle Pines, Minnesota. The subjects were selected on the basis of the severity of their handicaps in reading. Five subjects were randomly assigned to one experimental group. The other five subjects were then placed in a second experimental group.

The reversal design of the study led to the gathering of sixty-three days of oral reading data. The design had nine distinct phases of seven days each with alternating baselines and treatments for each subject. By placing the ten subjects into two distinct groups of five subjects each according to the type of material from which they read and by applying four different treatments to each of the individuals in each group at the same time, the study constituted ten interrupted time series reversal designs which also fit a description of a variation of a multiple-group, multiple-intervention time series design.

The data gathering procedure involved administering two-minute oral reading tests to each subject during each baseline phase. During each treatment phase, which consisted of four different reading practice strategies, each subject practiced his respective material before being administered a two-minute oral reading test over the practiced material. The data collected were treated statistically with a time series ANOVA as well as with a standard ANOVA and a number of other standard statistical tests. The results may be summarized as follows: (1) There was no evidence for a materials-selection effect or a materials-selection/treatment interaction effect in regard to either a words-correct or words-incorrect. (2) The practice treatments in general yielded superior results to no treatment in regard to words-correct and words-incorrect. (3) Treatments 3 (investigator reads aloud - subject follows and reads silently) and 4 (investigator and subject read aloud together) as a class yielded superior results to treatments 1 (silent reading practice) and 2 (oral reading practice) in regard to words-correct and words-incorrect. (4) There was no evidence for a difference in yield between treatments 1 (silent reading practice) and 2 (oral reading practice) or between treatments 3 (investigator reads aloud - subject follows and reads silently) and 4 (investigator and subject read aloud together) in regard to words-correct and words-incorrect. (5) All treatments yielded improvement over the baselines for words-correct. (6) Treatments 3 (investigator reads aloud - subject follows and reads silently) and 4 (investigator and subject read aloud together) yielded improvement over the baselines for words-correct. At the same time, there was no evidence that treatments 1 (silent reading practice) and 2 (oral reading practice) yielded improvements over the baselines for words-incorrect.

The results held two primary implications. First, severely disabled readers can possibly be given more choice in the selection of reading material. Second, teacher-assisted reading practice had more beneficial results than silent and oral reading practice.

## AN INVESTIGATIVE STUDY OF THE DEGREE OF IMPLEMENTATION AND EFFICACY OF PROJECT LITERACY

CHLEBICKI, ANN NESBITT, ED.D. *University of Southern California*, 1980. Chairman: Professor Grayce A. Ransom

*Purpose.* This case study investigated the degree of implementation and its impact on the efficacy of a two-year project, Project Literacy, on two secondary comprehensive school campuses. Project Literacy was a Title IV-C project designed to improve high school students' writing performance through staff development and the creation of an effective curriculum model for writing.

*Procedures.* To measure degree of implementation, questionnaires were administered to 12 project teachers and 20 non-project teachers. Interviews were conducted with project director, project evaluator, district administrators and randomly selected campus administrators and English teachers at each campus. To measure student achievement, all project and non-project ninth-grade students were administered writing samples and CTBS subsections, spelling, mechanics, and expression, pre- and post-tests each year of the project.

*Selected Findings.* (1) Project teachers demonstrated significantly higher levels of implementation of Project Literacy curriculum and philosophy than non-project teachers with Campus A project teachers demonstrating a higher degree of implementation than Campus B and Campus B non-project teachers demonstrating a higher degree of implementation than Campus A non-project teachers. (2) No strong relationship was proven to exist between the degree of implementation and acceptance of philosophy by project teachers. (3) No relationship was found to exist between the years of project teachers' participating in the project and their degree of implementation or acceptance of philosophy. (4) CTBS and writing sample scores showed no real difference in Project Literacy students performance between Campus A and B over the two-year period. (5) Project students with histories of below grade-level achievement demonstrated more than a year's growth in the two-year period on CTBS subsections, spelling, mechanics, and expression with the exception of spelling for Campus B in 1979-80.

*Selected Conclusions.* (1) Campus A project teachers implemented the "purer" model of Project Literacy in comparison with Campus B project teachers. (2) The entire Campus B English department implemented the curriculum model of Project Literacy to a much greater extent than Campus A English department. (3) Despite the greater degree of implementation of Project Literacy at Campus B, no significant student achievement scores were found at Campus B in comparison with Campus A. (4) Project Literacy targeted students demonstrated improved rate of growth in comparison with their past performances as a result of the project's curriculum model. (5) Project students' growth increases were greater than their peers in non-project classes. (6) The philosophy of Project Literacy is compatible with traditional and innovative teachers; it is the method of instruction in which the debate arises. (7) The project model was diffused and adapted at each campus with no replica model in existence by the termination of the second year; the process of mutual adaptation was evident. (8) The study supports the successful implementation characteristics of collaborative planning, communication, motivation systems, local material development, frequent and regular meetings, support personnel, staff development, an active role of participants; and a new characteristic is offered, that of continuity of project personnel.

## THE EFFECTS OF THE STATE-MANDATED TERMINATION OF TITLE I SERVICES ON THE READING ACHIEVEMENT OF STUDENTS IN THE FIFTH GRADE

Order No. 8107170

COY, ELOISA LEAL, ED.D. *East Texas State University*, 1980. 121pp. Adviser: Alonzo Sosa

*Purpose of the Study.* The major purpose of this study was to compare the reading achievement scores in vocabulary and comprehension of eligible Title I students in the fifth grade who: (a) participated in the Title I supplementary reading program in 1978-79 and in 1979-80, (b) participated in the Title I supplementary reading program in 1978-79 but *not* in 1979-80, and (c) have *never* participated in the Title I supplementary reading program. Comparisons were further made on the bases of sex and ethnicity to determine if either of these variables had an effect on the reading achievement of each of the three groups. The main focus of this study was to determine the effects of the termination of Title I supplementary reading instruction upon the reading achievement of fifth grade students.

*Procedure.* The data for this study were obtained through the Dallas Independent School District Computer System data base. The population for this study was composed of 460 fifth grade students in twenty-two elementary schools from the Dallas Independent School District, Dallas, Texas. Students from each of the five subdistricts--Northwest, Northeast, Southeast, East Oak Cliff, and Southwest--were randomly selected to participate in this study. The students were administered the *Iowa Tests of Basic Skills* (Forms 7/8, Levels 9-11) as part of the regular District testing program. The tests were administered in the spring of 1979 and in the spring of 1980 to the same students. The differences in mean gain were compared for the participating Title I students, the former Title I students, and the students in never Title I reading vocabulary and reading comprehension, using both raw scores as well as national percentile scores.

*Findings.* An analysis of the data utilizing analysis of variance and raw scores in reading vocabulary and comprehension revealed a statistically significant difference in reading comprehension between Title I Anglos and former Title I Anglos. Title I supplementary reading instruction definitely improved the reading comprehension of male and female Title I Anglos receiving Title I supplementary reading instruction in 1978-79 and 1979-80. There were no other statistically significant differences in reading vocabulary and reading comprehension within the three groups on the basis of ethnicity classification or on sex classification.

Further analysis of the data, utilizing analysis of variance and national percentile scores in reading vocabulary and reading comprehension, revealed a statistically significant difference in reading comprehension between Title I Mexican-Americans and former Title I Mexican-Americans. Evidently, Title I supplementary reading instruction and/or bilingual education were effective in improving the reading comprehension of male and female Mexican-American Title I students receiving Title I supplementary reading instruction and bilingual instruction in 1978-79 and in 1979-80. There were no other statistically significant differences indicated in reading vocabulary and reading comprehension within the three groups on the basis of ethnicity classification or on sex classification. No correlation was reflected in the results since the raw score data were different from the national percentile data.

*Conclusions.* Based on the statistical analysis findings, it was concluded that the Title I supplementary reading instructional program produced positive results only in reading comprehension for Anglo and Mexican-American students. There was no statistical evidence that indicated better results for the Title I Blacks and the former Title I Blacks in reading vocabulary and reading comprehension. It was concluded that sex was not a determining factor in Title I supplementary reading instruction; however, race or ethnicity could possibly be a factor in Title I reading instruction.

## THE EFFECTS OF INDIVIDUALIZED INSTRUCTION ON CHILDREN WITH READING PROBLEMS AND HIGH ANXIETY

Order No. 8100450

DAVIDSON, BERTHA LOUISE, ED.D. *University of Nevada, Reno*, 1980. 98pp.

The problem of organizing effective special programs has faced the school administrator since the idea of special programs first evolved in the schools. Since the cost of these programs is often three or four times that of traditional programs, it is of great importance that the administrator evaluate them carefully.

Reading is one of the most important skills necessary for functioning in our verbal society. At present, professional educators estimate that nearly ten million children have a learning disability severe enough to hinder their academic achievement, with the majority of these problems being in the child's ability to read. Anxiety is one of the important factors involved in learning according to personality theorists. This fact has led to many investigations by researchers interested in learning in the schools. Unfortunately the literature offers few studies in which the effectiveness of methods of instruction are compared for children high in anxiety and possessing reading problems. Therefore, the present study was designed for the purpose of comparing the effectiveness of two methods of remedial reading instruction--the individualized method and the traditional method.

A pretest which included the Test Anxiety Scale for Children (TASC), a Lie Scale for Children (LSC), and the reading portion of the Stanford Achievement Test (SAT), was administered to all 154 children enrolled in both types of remedial reading programs available in the Washoe County School District, Reno, Nevada. From this group children scoring above the mode (mode = 9) on the TASC were considered high anxiety children and constituted the sample of this study. The sample totaled 70 children and included four groups--one group of boys and one group of girls enrolled in the individualized remedial reading program, and one group of boys and one group of girls included in the traditional remedial reading program. Four months after the pretest, a posttest was administered which included

the TASC, the LSC, and the reading portion of the SAT. The data were analyzed by means of a two-way factorial analysis of covariance with the pretest scores on all five dependent variables--anxiety scale scores, lie scale scores, reading comprehension, word study skills, and total reading--being the covariates. The two independent variables consisted of method of instruction and sex of the child.

The results indicated that no significant difference existed between anxiety scale scores, lie scale scores, or word study skills scores. However, there was a significant difference ($p < .04$) in the interaction between method of instruction and sex of the child in reading comprehension and in total reading. The boys in the traditional program had a faster learning rate in these two areas of remedial reading, and the girls learned faster in the individualized program in the same two areas of reading--reading comprehension and total reading.

These results lead to the conclusion that further research in the effectiveness of specific instructional methods for children with high anxiety and reading problems would be of practical benefit to school administrators.

## THE RELATIONSHIPS AMONG CLASSROOM VERBAL INTERACTION, READING ACHIEVEMENT, AND ATTITUDE TOWARD READING OF COLLEGE STUDENTS ENROLLED IN A DEVELOPMENTAL READING PROGRAM Order No. 8029659

DIX GS, VIRGINIA FARRAR, ED.D. *University of Cincinnati*, 1980. 109pp.

Educators for the past several decades have been concerned with classroom verbal interaction and its relationship to student performance. The purpose of this study was to examine the relationships among the level of classroom verbal interaction, reading achievement, and attitude toward reading of college students enrolled in developmental reading classes. The sample consisted of ninety-two college students and eight instructors in college reading.

By assessing teacher-student verbal interactions using the *Flanders' System of Interaction Analysis*, measures of classroom verbal interaction were obtained. The *Nelson-Denny Reading Test* was used to ascertain students' reading achievement, while the *Purdue Master Attitude Scale* was utilized to assess the students' attitudes toward reading. The reading test and attitude scale were administered in a pretest and posttest manner.

It was hypothesized that a significant, positive relationship existed between the level of classroom verbal interaction and students' reading achievement. Secondly, it was hypothesized that a significant, positive relationship existed between the level of classroom verbal interaction and students' attitudes toward reading.

In order to test the hypotheses statistically, Pearson product moment correlation coefficients were computed among teachers' I/D ratios, students' reading scores and attitude scores. The results of the data analysis indicated the following: (1) There was no significant relationship between classroom verbal interaction and students' reading achievement. (2) There was no significant relationship between classroom verbal interaction and students' attitudes toward reading. (3) There were positive, significant relationships between students' reading achievement and their attitudes toward reading.

An additional analysis of the data using the multiple regression analysis produced the following information. It was found that students' pretest reading scores accounted for forty-five percent of the variance found in posttest reading scores, posttest attitude scores accounted for one percent of the variance and teachers' I/D ratios accounted for less than one percent of the variance found. Approximately fifty-three percent of the variance found in the students' posttest reading scores remained unexplained, suggesting that variables, other than those examined were contributing significantly to the reading achievement of these students.

The nonsignificant findings of the study suggest that further research in the area of classroom verbal interaction in college developmental reading classes is needed.

## AN INVESTIGATION OF TWO METHODS OF TEACHING SKILL-DEFICIENT FOURTH GRADERS TO UNDERSTAND THE FACTUAL CONTENT OF EXPOSITORY PROSE WITH MULTIPLE PRONOUN-REFERENT STRUCTURES

Order No. 8101823

DOBBINS, PHILIP JOSEPH, PH.D. *University of Oregon*, 1980. 146pp. Adviser: Douglas W. Carnine

This study compared two methods of teaching skill deficient fourth graders to comprehend the factual content of expository passages which have at least an average number of pronoun-referent structures. The two methods were a pronoun specific strategy and a retell strategy. The purpose of this study was to determine the relative effectiveness of these two teaching approaches in enabling students (a) to identify pronoun antecedents in the context of an expository passage and (b) to recall factual information dependent on the student's identification of pronoun antecedents.

Forty-five fourth grade students, whose results on a screening test qualified them for participation in this study, were randomly assigned to three treatment groups: Pronoun Specific Group, Retell Group, or No Intervention Group. Students in both the Pronoun Specific and the Retell group received 20 minutes of individual direct instruction per day for three consecutive days from one of three experimenters. Pronoun specific training focused on teaching students to identify pronoun antecedents and to answer questions based on identified antecedents. Retell training taught students to paraphrase important parts of the passage they were reading. Students in both groups read passages selected from commonly used social studies and science textbooks. Passages were approximately 250 words in length and contained an average of 25 pronoun-referent structures. The teaching procedures for both the Pronoun Specific and the Retell groups included well-designed instructional sequences, adequate examples, specified correction procedures, and extensive practice. The No Intervention Group received no specific training, engaged in normal classroom activities during training, and was posttested on the same schedule as the other two groups.

On the day after treatment each subject read aloud a 250 word expository passage during which s/he responded to two kinds of item: *pronoun specific production response item* (i.e., students were requested to circle the word(s) to which a pronoun referred) and *pronoun specific question* (i.e., students gave a short oral answer to a question designed to assess their ability to use syntactic clues effectively). Each student also read a second and third 250 word passage; one from a science text, the other from a social studies text. During the reading of these passages, each student answered 10 pronoun dependent factual questions. Answers to these questions demanded that students identify pronoun antecedents and apply this information to a broader understanding of the text than was required for pronoun specific questions. Two weeks after treatment each subject was administered a parallel set of three measures to test maintenance of treatment effects.

Separate 3 x 2 analyses of variance (ANOVA) with repeated measures on one factor (time of test) were performed on scores from the three immediate and delayed posttests. A set of orthogonal planned comparisons were conducted on the between group factor (type of treatment) to answer two questions for each of the three dependent measures: (a) Was intervention more effective than no intervention? and (b) Was the pronoun specific strategy more effective than the retell strategy? Results of these planned comparisons suggest that the pronoun specific strategy was more effective than either the retell strategy or no intervention in teaching skill deficient fourth graders to identify pronoun antecedents. No significant differences among the the three groups were noted in mean pronoun specific scores or mean factual recall scores.

## READING IMPROVEMENT PROGRAMS IN PUBLIC JUNIOR COLLEGES, SENIOR COLLEGES, AND UNIVERSITIES IN ALABAMA AND GEORGIA

Order No. 8101014

GARNETT, MARLENE, ED.D. *Auburn University*, 1980. 162pp. Director: A. Douglas Alley

This study attempted to determine: the status of current Reading Improvement Programs from an organizational, management, and administrative point of view; the emphasis placed upon testing and the uses made of test results; the strategies for teaching vocabulary and other reading skills; the materials and varieties of teaching techniques which are used in Reading Improvement Programs; and the recommendations instructors might have for improving their Reading Improvement Programs.

The responses to the questionnaires were organized, coded, and transferred to data processing cards. Once the data were entered into a data bank, the appropriate descriptive statistics were performed. Because of the descriptive nature of the study, only frequency and percentage information was deemed necessary. Each of the questions of the instrument was analyzed by the total sample, by type of institution, and by state. Careful study of the responses to these questions indicated that the subdivisions by type of institution and by state were not important in many cases and there were few or no different response patterns. Therefore, only when the response patterns were somewhat different by these classification variables were they included in the data presentation.

Analysis of the data resulted in the following findings: overall, the instructors were satisfied with their Reading Improvement Programs; some instructors would prefer to modify their testing programs and the materials they are currently using; instructors would encourage students to take a more active role in designing and participating in the structure of their Reading Improvement Programs; instructors view their courses as part of a support system for students who are unable to cope successfully with the college curriculum; instructors would like to encourage more student/student and student/teacher interaction and communication in Reading Improvement Programs; instructors indicated their interest in sharing knowledge, information, and experiences with others in the field; and generally, the aims of instructors are congruent with those of administrators in Reading Improvement Programs, both groups agreeing that the teaching of basic reading skills is a primary goal.

## THE RELATIONSHIPS OF SELECTED BACKGROUND FACTORS TO THE DEGREES OF READING DISABILITY EVIDENCED BY THE CLIENTS OF A UNIVERSITY READING LABORATORY

HARRIS, VIRGINIA BUTLER, ED.D. *Texas Tech University*, 1980. Chairman: Dr. John R. Rogers

The case histories of sixty-six clients of a university reading laboratory were examined to determine if the occurrence of certain factors was related to the degrees of reading disability evidenced by the clients. These background factors were as follows: (1) pregnancy/birth complications, (2) an inexperienced first grade teacher, (3) schooling interruption during the first two grades, and (4) emotional trauma during the first grade. A standardized diagnostic instrument was used to determine the degrees of reading disability of the clients.

Only those clients who met the criteria of having been diagnosed and tutored at the Texas Tech Reading Laboratory during the period from June, 1974 through December, 1979 were included in the study. Two clients were excluded because specific background information was unavailable to the researcher.

The Woodcock Reading Mastery Tests were used as the diagnostic instruments to obtain the levels of achievement in the areas of (1) letter identification, (2) word identification, (3) word attack, (4) word comprehension, and (5) passage comprehension. The total reading scores were also computed.

Chi square analyses were performed for each test as related to each factor studied. Each factor was noted to be independent of the individual test scores as well as of the total reading scores.

Seventy-three percent of the cases examined did present evidence of one or more of the factors studied, but the hypotheses that these factors were related to the degrees of reading disabilities of the clients were not confirmed.

The researcher recommended that other factors be investigated to determine if they were related to the degrees of reading disability evidenced by clients termed *reading disabled*.

## ASPECTS OF CLASSROOM CLIMATE AND READING ACHIEVEMENT IN A COMPENSATORY READING PROGRAM

Order No. 8100578

KOOISTRA, PAUL DAVID, PH.D. *The University of Alabama*, 1980. 165pp.

The purpose of the present study was to determine whether teacher warmth and teacher structure have a significant relationship with the academic achievement of students in a remedial reading program. Thirteen teachers and 998 students participating in the ESAA Basic Reading Program of the Greensboro Public Schools, Greensboro, North Carolina, made up the study sample. Data gathered included pre- and post-test scores from the California Achievement Tests: Reading, and interaction analysis and Student Response Scale measures of teacher structure and teacher warmth. The data were analyzed by regressing the dependent variable measures of reading gain scores onto 10 independent variables of teacher structure and teacher warmth.

The results of the study suggested that: (1) teacher warmth was positively related to the reading gains of remedial students; (2) teacher structure was not related to the reading gains of remedial students; (3) student perceptions of teacher warmth and structure were better predictors of reading gains than were teacher perceptions of these teacher variables; and (4) student and teacher perceptions of the same classroom climate were different from one another.

Because of the lack of theory or prior research upon which to build, this study was described as exploratory in nature, and the rejection level was set at .10. The study is significant to an awareness and understanding of how classroom climate variables affect the academic success of remedial reading students.

## COMPENSATORY EDUCATION AT THE COLLEGE LEVEL

Order No. 8105759

MALLERY, ANNE LOUISE, D.ED. *The Pennsylvania State University*, 1980. 224pp. Adviser: Mary M. Dupuis

The purpose of this study was to evaluate a content reading program designed to improve reading skills and teach learning process to underprepared college freshman by applying these skills to biology content. The twenty-two students in the experimental group were admitted to the college under Act 101 guidelines and scheduled into classes on the basis of background data and results of a test battery.

During the ten week summer session, students received individualized and/or classroom reading instruction and simultaneous instruction in biology. The reading professor taught reading skills and the learning process; the biology professor taught biology content; the tutor reinforced skills and provided practice.

In the fall term, Act 101 students were scheduled into the mainstream biology course and a control population was selected from the Campus-at-large students enrolled in the course.

Results of the Nelson Denny Reading Tests and the Biology Placement Tests administered before and after the summer session indicated significant gains in the scores of Act 101 students. A comparison of the Biology 100 grades of the experimental and control groups at the completion of the fall term revealed a higher performance from students in the control group. Reading skills and biology content were mastered by the underprepared college students; however, these skills were not transferred into the mainstream biology course. Results of the Piers Harris Self Concept Test reported no significant difference in the mean self concept scores of the Act 101 students during the extent of the study.

This data suggests that compensatory education is possible at the college level and that a content reading approach is an appropriate method to be used to raise reading levels and teach content to underprepared college freshman. Further study should be conducted to determine why the process learning was not transferred into the mainstream course.

## A COMPARISON OF VARIATIONS IN DATA UTILIZATION PROCEDURES ON THE READING PERFORMANCE OF MILDLY HANDICAPPED STUDENTS

Order No. 8109750

MARTIN, MEREDITH ANNE, PH.D. *University of Washington*, 1980. 140pp. Chairperson: Professor Norris G. Haring

The purpose of the present study was to examine the effects of variations in data utilization procedures on the reading performance of mildly handicapped students. The data utilization procedures included decision rules which determined when to change an instructional program and another, which determined both when and what to change.

Forty-five mildly handicapped students were randomly assigned to one of three conditions: Group 1 ("When and What" Decision Rules); Group 2 ("When" Decision Rules"), and Group 3 (No Rules). The effects of the data utilization systems were examined on four different isolated word tests, reading in context, and comprehension tests at independent, instruction and frustration reading levels. Pre- and posttest measures were collected for all dependent variables.

Following the pre-testing, each student read daily from a graded sight word list. An aim of 30 percent improvement per week for six weeks was established for all students. The daily reading performance of students in Groups 1 and 2 (decision rules) was charted on 6-cycle semi-logarithmic graph paper and changes were made when the student's performance fell two consecutive days below the dynamic aim (minimum 'celeration line). Instructional changes for students in Group 1 ("When and What" Decision Rules) were made in accord with the "Experimental Data-Decision Rules with Minimum 'Celeration" (Haring, White & Liberty, 1979), whereas changes for subjects in Group 2 ("When" Decision Rules) were selected by the teachers. Procedures for subjects in Group 3 were identical to those described for Groups 1 and 2, except that the daily correct and error performance data were recorded but not charted and teachers could make instructional changes at any time.

Results of the mean posttest scores on all measures of correct reading of isolated words, correct reading in context and comprehension were ordered in keeping with the experimental predictions: "When and What" Decision Rules; "When" Decision Rules, and No Decision Rules.

Results of the ANOVA with repeated measures on all isolated word measures revealed significant differences, from pre- to posttest sessions, on all variables except error scores on the composite sight word list. There were no significant differences between groups or significant interaction effects. The chi-square analysis of the proportions of students achieving their aims was significant between Groups 1 and 3, while no other group comparisons approached significance.

Results of the ANOVA with repeated measures on reading in context rates and comprehension revealed significant differences from the pre- to posttest sessions on all variables, except for errors on reading in context at the instruction reading level. No significant difference between groups was observed. Significant interaction effects were observed for comprehension and errors on reading in context at the instruction reading level, and for comprehension and context correct reading rate at the frustration reading level. In these cases, the posttest performance of Group 1 students ("When and What" Decision Rules) was significantly greater than Group 3 students (No Rules).

The present research supports the following conclusions: (1) Reading performance will significantly improve if daily measurement and recording raw performance data are included in the evaluation system. (2) Data utilization techniques which include a decision rule system may be more effective than techniques which only include daily measurement and recording raw data. (3) The likelihood of generalized effects from the instructional task to other curriculum areas is increased when the content is directly related.

## A STUDY OF THE EFFECTIVENESS OF THE READING 104 DEVELOPMENTAL READING CLASS AT METROPOLITAN STATE COLLEGE

Order No. 8103131

ROSS, BETH PENDLETON, PH.D. *University of Colorado at Boulder*, 1980. 119pp. Director: Professor Donald E. Carline

Open admissions colleges across the country are concerned with the student whose reading behaviors and study habits make academic success uncertain. Intervention measures that might increase the change for academic success for these students are of special interest.

To meet the needs of this particular student, Metropolitan State College in Denver, Colorado offers Reading 104, a developmental reading class. The class is elective, attracting approximately 400 students each semester. The broad objective areas of reading comprehension, study skills, vocabulary building, and reading rate are included in the syllabus.

This study was designed to determine if there was a relationship between having taken Reading 104 and (a) longevity in college and (b) changed grade point average. A secondary purpose was to determine if there was a difference between students who completed Reading 104 and those who did not in perceived importance of the reading behaviors and concepts taught in the class and reported frequency of use of concepts included in the Reading 104 syllabus.

Statistical analyses using the SPSS computer program and LERTAP item analyses were performed to determine if participation in a Reading 104 class increased longevity in college, if participation in a Reading 104 class was associated with gains in grade point average, and if taking Reading 104 was associated with increased use of the concepts and behaviors taught in the class and with perception of the importance of these concepts and behaviors.

No significant differences in longevity were found between the experimental and control groups for the four terms following Reading 104. There were also no significant differences between the experimental and control groups with respect to grade point average after taking Reading 104. The survey instrument, examining the perceived importance of the reading behaviors and concepts taught in the class and the reported frequency of use of these behaviors and concepts, showed no significant differences between the experimental and control groups.

Even though the statistical analyses showed that there were no significant differences between those who had taken Reading 104 and those who had not, other implications did surface during the analyses.

Interactions showed that males in the experimental group appeared to make greater gains in reading behaviors after taking the course. This further suggested that males have a generally greater need for this kind of reading improvement class than females.

The lack of significant differences between the experimental and control groups also indicated that through a selection process, that of just staying in school, the experimental and control groups had become approximately equal with respect to reading behaviors.

The changing of attitudes toward reading behaviors and concepts, which in turn may change the reading behaviors themselves, appeared to be a benefit of the class.

Interactions detected in the study suggested that Reading 104 may have been more effective for certain subgroups. Further studies examining these subgroups and their gains are recommended.

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